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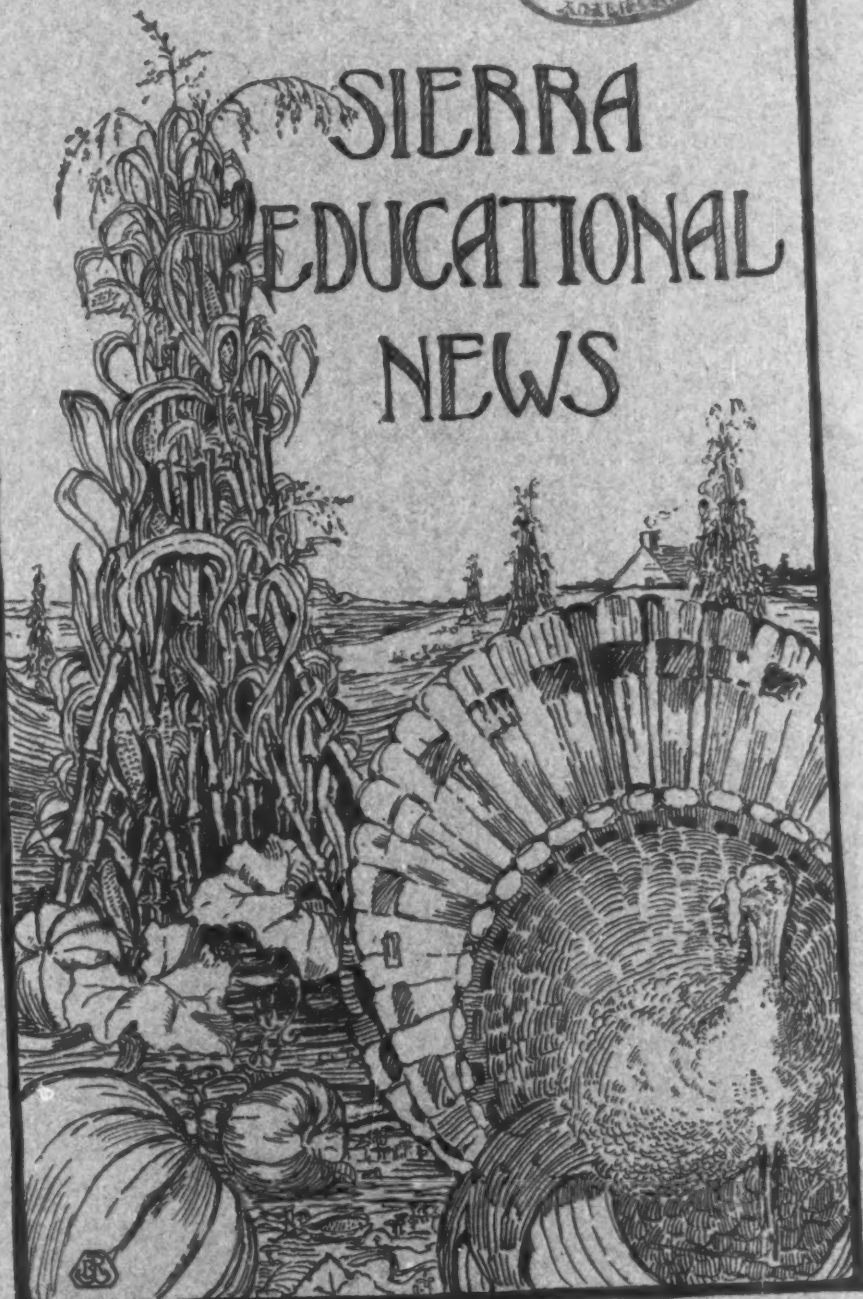
Vol. VII.

NOVEMBER, 1911

No. 9



SIERRA EDUCATIONAL NEWS



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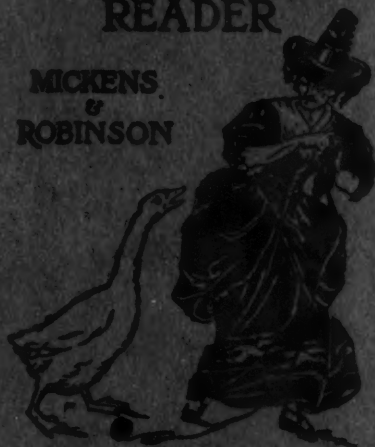
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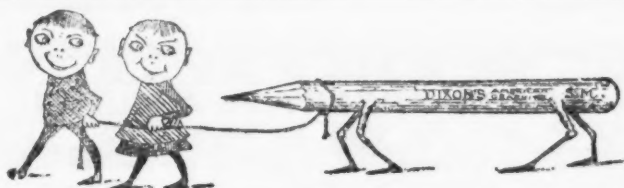
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THANKSGIVING

For days of health, for nights of quiet sleep; for seasons of bounty and beauty, for all earth's contributions to our need through this past year: Good God, we thank Thee! For our country's shelter; for our homes; for the joy of faces, and the joy of hearts that love; for the power of great examples; for holy ones that lead us in the ways of life and love; for our powers of growth; for longings to be better and do more; for ideals that ever rise above our real; for opportunities well used; for opportunities unused and even those misused; Good Lord, we humbly thank Thee! For our temptations and for any victory over sins that close beset us; for the gladness that abides with loyalty; for the blessedness of service and the power to fit ourselves to others' needs; for our necessities to work; for burdens, pains and disappointments, means of growth; for sorrow; for death; for all that brings us nearer to each other, nearer to ourselves, near to Thee; for Life, we thank Thee, O our Father!

—William C. Gannett

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AND BOOK REVIEW

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Editorial Comment

L. E. ARMSTRONG

OUR TEXTBOOK SYSTEM

In our October number we discussed from an educational viewpoint several shortcomings of the California textbook system. We reserved for this number a further consideration of the plan from an economic angle.

SCANDALS UNDER LOCAL ADOPTIONS

But first a paragraph or two for the doubting Thomas who admits the educational superiority of optional free texts and local adoptions, but who says frankly that he fears scandals in local boards over adoptions. This honest doubter agrees that state publication must go, but asks would it not be better for the State Board of Education to make contracts directly with publishers for all the schools in the State. The doubter fears that possible scandals in local boards might more than offset the advantages of such adoptions. The doubter admits further that the judgment of county and city boards of education concerning books for use in their schools would be superior to the judgment of the State Board in its well-nigh hopeless task of adopting books suitable for all the schools of the State. Thus the doubt comes squarely to a question of probity.

It would seem that the doubter is taking counsel of his fears rather than of educational experience and present beliefs. We must bear in mind that all county adoptions would be made by school people, and that in all reputable city school systems the boards would ratify pro forma the recommendation of the superintendent and his assistants from the teaching body. Thus local adoptions everywhere would virtually be adoptions by school people. This being clear, we fail to understand why the doubter has more confidence in the probity of the average normal school president than in that of the average city or county superintendent, or the average high school or grammar school principal.

Practically and theoretically the doubter has the wrong end of the argument. Admitting that all men are human and should pray sincerely to be delivered from temptation, the greater the temptation the greater the danger of falling. Where would the temptation be greater, with a State Board handling a two hundred thousand contract or with a county board letting a five thousand dollar contract? If a man has a purchase price, on which board would he be most likely to get it? As a general proposition the plan of state boards far removed from the people and handling large contracts is to be deprecated. The temptation is necessarily increased while the sense of responsibility is lessened. Local adoptions fit in perfectly with the present tendency to favor boards closely responsible to the people and not handling sums approaching the temptation point.

We believe that our doubter is temperamentally a conservative. If he were accustomed to local adoptions—the plan followed in all the great progressive states—and the proposal were made to substitute uniform adoptions by a State Board, we believe that our doubter would have stronger doubts than at present. And his questions, in that event, would be more difficult of answer. Finally, let it be said to allay the doubts of the doubter, that it was a scandal connected with a member of the State Board of Education that led to the taking from the State Board and vesting in county boards the right to issue teachers' certificates—a legitimate function of the State Board and one that should be returned to it, for the power of certification determines minimum requirements throughout the State.

THE COST OF TEXTBOOKS

Since educational experience and educational theory both strongly sanction local adoptions and optional free texts, we might fairly rest the case at this point. But we desire to meet the advocates of state publication on the only point left—cost of books. Some people might be disposed to put up with a confessedly poor system if it could be shown that such a system is cheaper than the one proposed. A system of local adoptions necessarily involves the purchase of books in the open market. It does away necessarily with state publication. Can books be purchased under local adoptions at prices comparable with those charged under state publication?

A study of conditions and prices in states having local adoptions will prove instructive. Where boards representing cities or counties deal directly with publishers, the books are laid down to these authorities, or to dealers in non-free-text territory, at 20 per cent off the list price. In several states the books are laid down at the capital at 25 per cent off the list price. The list price of a book is the price fixed by the publisher at which the book should be sold in ordinary trade over the dealer's counter. The list price includes the profits of both the jobber and the retailer. Co-operative buying from publishers direct cuts out these profits and makes a material reduction in the cost of the book to the pupil. With city and county adoptions in California, the books could easily be delivered to boards of education, or to dealers in non-free-text territory, at 20 per cent off the list price.

We are now ready for a specific comparison of prices under our present system of state publication with those that would prevail under local adoptions. California publishes six texts in reading and sells them to the children as follows: primer—28 cents; first reader—25 cents; second reader—30 cents; third reader—45 cents; fourth reader—60 cents; fifth reader—60 cents. The total cost of the six books is \$2.48. The list prices of the same books as published regularly follow: Aldine primer (Newson & Co.)—32 cents; Progressive First Reader (Silver, Burdett & Co.)—32 cents; Brooks' Second Reader (American Book Co.)—35 cents; Brooks' Third Reader (American Book Co.)—40 cents; Stepping Stones Fourth Reader (Silver, Burdett & Co.)—60 cents; Stepping Stones Fifth Reader (Silver, Burdett & Co.)—60 cents. The total list price of

the six is \$2.59. Deducting 20 per cent we have \$2.07, the price at which the books would be delivered to city and county boards, or to dealers in non-free-text territory. Adding 10 per cent of the list price for the cost of handling by superintendents or dealers, we have \$2.33 as the price to be paid by the children. This is 15 cents less than we are paying now for these books on inferior paper and with poor bindings.

But some one objects that the total cost of \$2.48 for the State readers would be materially lessened if all the graft could be squeezed out of the State Printing Office and business-like methods introduced. This is certainly true. Fortunately we have the figures of the secretary of the State Board of Control, an expert accountant, to help us on this point. He furnished the senatorial investigating committee with an estimate of the rightful cost of the primer and the first three readers as follows: primer—24 cents; first reader—22 cents; second reader—25 cents; third reader—33 cents. This estimate makes a total cost of \$1.04 for the four books as against the present price of \$1.28, the difference of 24 cents representing the extracted graft. Under local adoptions, what would the four books cost our children? The list prices of the four total \$1.39. Deducting 20 per cent for county or city adoption, and adding 10 per cent for handling, we have \$1.25 as against the estimate of \$1.04. But let us remember that this apparent difference of 21 cents is not based on equal values in paper, binding, and workmanship. It means the difference between books properly made and those that readily fall to pieces. It means books that will last twice as long. The difference in quality and lasting power probably more than offsets the 21 cents. Furthermore, be it remembered that the estimate of \$1.04 is merely an estimate that rests upon an assumption of a business-like administration of the State Printing Office—an assumption negated by the experience of twenty-six years.

EXCHANGE OF TEXTBOOKS

However, let us be optimistic. Let us assume that the State could sell these four books at \$1.04 without calling upon the legislature for a special appropriation for the State Printing Office. Let us also waive the question of qualities in paper, binding, and workmanship.

In connection with that apparent difference of 21 cents, there still remains another consideration which knocks the last prop from under a belief in the lower cost of State texts. We refer to the exchange of books granted by publishers under local adoptions. On a four years' adoption, publishers would grant in California an exchange price of 40 per cent off on all books sold the first year of the adoption. Figures show that under exchange not less than 40 per cent of all books sold under a four years' contract are sold the first year, and that 75 per cent of these purchases are on exchange. This represents an average reduction of 12 per cent on every book sold during the entire period of adoption. Under our plan of state publication there is a total loss whenever a book is changed. Since educational progress makes occasional changes in texts necessary, would it not be far better to have a system that would not leave the old books a dead loss to pupils and parents? If the book bills of some families could be cut 40 per cent through the privilege of exchange, there would be a strong incentive to keep books against the day of exchange.

EXCHANGE AND THE DEALERS

Supplementary to the question of exchange lies a question of administration that has worried every school official in California. We refer to the impossibility, under our present system, of getting enough books the first week of school to supply all the children. Practically every teacher, principal and superintendent in California will bear eloquent testimony that never have the children under his charge been able to secure all the necessary books the first week of school. At such times the newspapers all over the State are voicing the complaints of superintendents. The reason for this state of affairs is not far to seek. Usually the State Printing Office is partly at fault; but even when its skirts are clean, the trouble persists owing to the unwillingness of local dealers to order freely for school opening. With cash accompanying all orders for State books, with no return privileges, and with only a small margin of profit, the dealers dare not take the chance of being "stuck." Hence they invariably order light and continue to re-order for two or three months. Experience has shown the dealers that this is the only safe way. Meanwhile the schools suffer. Many parents who naturally expect to buy books for their children at the time

of school opening object strenuously later on. Local adoptions (with or without free texts) would enable every school in California to be fully equipped the first week. How so? Whenever a book is displaced under local adoptions, the publishers of the new book take from the dealers at dollar for dollar all the stock on hand. Thus protected against loss, dealers have no hesitancy to order freely on the estimate which the superintendent or principal is always glad to furnish. In free-text territory the problem of securing books on time solves itself. To encourage boards to order adequately for prospective needs, publishers grant a return privilege on the books up to 20 per cent of the original order.

TWO PAYMENTS UNDER STATE PUBLICATION

There still remains another important factor in the cost of textbooks that usually is lost sight of completely. Under state publication the people of California have been called upon to make an indirect second payment for textbooks in addition to the sums paid directly by parents. From the inception of state publication to June 30, 1910, the parents in this State paid \$2,553,824.29 directly for textbooks. No doubt the great majority of these parents believed they were paying the entire cost of the books. Far from it. During the time mentioned the legislature made special appropriations aggregating \$607,600 to further the work of state publication. Thus in addition to the sums paid directly by parents for books, we were obliged to add from the State treasury 23 per cent more. However, the man who paid four dollars for his children's books did not realize that he was adding nearly another dollar for books in his taxes. If he had realized it, we should have heard from him. That realization would have shaken his loyalty to a professedly independent system that needs 23 per cent of coddling from the State to make it go. If this parent were a business man, his loyalty to the system would probably have been completely destroyed by the consideration that if these special appropriations of \$607,600 had been placed at interest at 5 per cent, they would now amount to at least \$1,250,000, or approximately 50 per cent of the amount paid by the parents. Any comparison of the cost of books under state publication with the cost under local adoptions that does not take these special appropriations into account is mani-

festly incomplete and unfair. For, waiving the question of interest, these appropriations aggregating 23 per cent of the sums paid directly for the books loom up in any honest discussion of the subject. Though usually overlooked in textbook discussions, these appropriations are as big and significant as the Fairmont Hotel on the skyline of San Francisco. They are significant, first, in removing the last reasonable doubt as to relative costs under state publication and local adoptions. Secondly, because of the ease with which we lose sight of these appropriations—the money of all the people rather than of individuals—they are significant in enforcing the necessity of a system of publication and adoption close to the people and responsive to their varying needs, before we dare commit ourselves to free texts. No more serious educational blunder could be made than free texts under state publication. Since free texts are right and desirable, it is evident that our rigid, cost-concealing system of state publication must give way for the introduction of free texts under an open, elastic, less expensive and more democratic plan.

SUMMING UP THE ECONOMIC ARGUMENT

In summing up the economic points disclosed in this comparison of state publication and local adoptions, we believe that the facts clearly confirm the belief that state publication is the more expensive plan. Under local adoptions our children would have books strongly and artistically dressed. This fundamental right of California childhood has been persistently denied under state publication. If the State Printing Office could produce books equal in paper, binding, and workmanship to the books issued by regular publishers, it is highly probable that the cost of these books would equal, if not exceed, the list prices of the publishers. Under county and city adoptions, however, these list prices would be materially reduced through eliminating the profits of jobbers and retailers. Under local adoptions a generous allowance of 40 per cent would be made for the exchange of books. Under state publication every change means a dead loss. Under local adoptions our schools would be supplied on time, for boards of education, and dealers in non-free-text territory, would both be protected against loss. Under state publication we can not hope to have books enough on opening day, for dealers are wary of a plan that carries high risks

and small profits. Finally, under local adoptions we should be obliged to pay only once for our books. Under state publication we have added 23 per cent to the sums paid directly by parents. In view of all these economic factors, who can honestly doubt that state publication is the more expensive plan?

POLITICAL BENEFICIARIES OF STATE PUBLICATION

When the man who thinks with his brains and not with his prejudices realizes that state publication is not only undesirable educationally but is also more expensive than local adoptions, he begins to understand the textbook situation in California. He grasps the real reason why critics of state publication are persistently accused of being "pliant tools of the book trust." From the day years ago when Supt. J. W. Linscott, one of the most highly esteemed schoolmen in California, raised his voice against the evils of state publication, and paid for his temerity by having his political aspirations killed and his personal character assailed; from that day to the present, the honest critic of state publication has been abused and his motives impeached. Why do not the advocates of state publication join battle fairly without abuse and without misrepresentation? Do they not realize that abuse and misrepresentation are always a confession that the system under investigation will not bear the light? As might have been expected, the system of state publication soon developed a well-organized body of beneficiaries. Many a soft job has it furnished for political henchmen! Many a juicy contract has it awarded to big business for timely assistance in political stress! A fine political asset, the machines of the two great parties have fought persistently to control it. What more natural than a fixed policy of both parties to hush criticisms that might possibly lead to the removal of the "plum"? What more natural than for the beneficiaries of the system to resent attacks upon it? And was not the weapon of defense ready at hand? The critic could be dubbed "an enemy of the peerless school system of California," and a sure means of completing his public discomfiture was to brand him as "an emissary of the book trust." This waving the red rag of "the book trust" was cleverly and persistently done to confuse the great mass of honest voters. Apparently this appeal to prejudice—this little game of stop thief—would have worked forever had it not been for a progressive,

honest governor and an inquiring State Board of Control. Even then the comments from a goodly portion of the newspapers of the State on the shake-up in the State Printing Office were singularly interesting. The headlines showed that many an editor somehow felt it incumbent upon himself to blame "the book trust" for the misdeeds of the system designed and established "to free the people from the cruel exactions of the book trust." The editors were honest, too. The habit of making "the book trust" the scapegoat for all our educational ills was so strong upon them that they were simply unable to adjust themselves promptly to the real situation.

SIGNS OF A BETTER DAY

Very shrewd have the beneficiaries of state publication been in distracting attention from the educational and economic defects of the system. Their method was the time-honored dodge of an appeal to state pride on the one hand, and to prejudice against publishers on the other. This hoary political ruse worked unfailingly up to the expose of the real inwardness of the State Printing Office. But that revelation opened the eyes of the people and prepared the way for a dispassionate estimate of state publication. There can be little doubt that the people are beginning to realize that state publication is a failure both educationally and financially. It is being made plain to all that state publication is without honor both at home and abroad. Not five prominent school people in California to-day approve of state publication. Several other states through legislative committees have carefully examined the California plan of state publication, and without exception have reported against it. These adverse reports were based on the clearly perceived educational and financial shortcomings of the system. These reports now have added confirmation through the scandal in our State Printing Office.

We are nearly ready for a new day and a better order of things. State publication is seen to be not merely bad in itself but also a barrier to progress. It stands squarely across the path of free textbooks, for the evils incident to state publication would be increased under free texts. Secondly, state publication compels uniform texts throughout the State. Educational evolution demands that California replace her system of uniform texts with a system of local adoptions, so that the

varying needs of the several sections of the State may truly be served. California must cast aside the swaddling clothes of state uniformity and don the only dress worthy of a grown-up state—local adoptions. But so long as state publication is continued, local adoptions are impossible and no satisfactory system of free texts can be devised.

To the administration of Governor Johnson we owe the turning of the light upon state publication. Free from demagogic claptrap, the investigation of the State Printing Office is rendering a valuable service. The people are studying the question dispassionately, and there can be no doubt as to their final conclusion. When they once see clearly that state publication is not only bad educationally and financially, but that it is also a real barrier to free texts and local adoptions, the present plan will forthwith be swept aside to make way for a better day. We look to the present administration to complete the work so auspiciously begun. There are now many fair jewels of achievement in the crown of the present administration. None could be fairer than the establishment of a system of optional free texts and local adoptions. For such a step would bring California into the enjoyment of her inalienable right to the best.

EARTH IS ENOUGH

BY EDWIN MARKHAM

We men of Earth have here the Stuff
Of Paradise—we have enough!
We need no other thing to build
The Stairs into the Unfulfilled—
No other ivory for the doors—
No other marble for the floors—
No other cedar for the beam
And dome of man's immortal dream!

Here on the paths of every day—
Here on the common human way
Is all the busy gods would take
To build a Heaven, to mould and make
New Edens. Ours the stuff sublime
To build Eternity in time!

EDUCATION IN THE PHILIPPINES

HON. NEWTON W. GILBERT

Philippines Commissioner, Secretary of Public Instruction

PERHAPS in no respect have conditions in the Philippine Islands been so changed within the past decade as they have in the matter of public instruction. Spain's government of her far Eastern possessions needed no well-informed public opinion for its success. The people were concerned in obeying, not in making, laws, and education was designed to advance the masses morally and socially, not to give them greater political capacity. It was natural, therefore, that the schools should be under the control of the religious orders, and that emphasis should be placed on religious rather than on secular instruction.

It is the common belief that education was entirely neglected under Spanish rule. This impression is far from correct. When their sovereignty passed to Americans there were in the Philippine Islands nearly two thousand public school teachers. These teachers, almost equally divided in number as to sex, were stationed throughout the provinces, and few towns of large size did not possess a public school.

But instruction was elementary indeed. Christian doctrine occupied the first place in the curriculum and not infrequently schooling began and ended with that subject. Usually, however, children learned to read and write their own dialect and obtained some vague knowledge of geography and of a carefully censored history of Spain. The teaching of Spanish, which was prescribed by the regulations, did not meet with general favor; and since quite often the teachers themselves knew nothing of that tongue, this regulation was largely disregarded in the provincial schools.

A few towns possessed simple school buildings. More often a room in the house of the schoolmaster or mistress served this purpose; and sometimes because of the lack of books and supplies instruction was of necessity altogether oral. Teachers were most inadequately paid;—so poorly indeed that few graduates of the normal school conducted by the Jesuits at Manila ever taught in the schools.

The official institution for secondary education was the San Juan de Letran, in charge of the Dominican friars, although the Jesuit Ateneo Municipal gave an excellent course; and some sixty-nine "private colleges" and "Latin schools," both in Manila and the provinces, maintained classes for those who cared to enter.

Two institutions of higher learning were open to students—the Royal and Pontifical University of Santo Tomas, conferring degrees in theology, canonical law, philosophy and letters, jurisprudence and physical and chemical science; and the Royal College of San Jose, giving instruction in medicine and pharmacy.

Such, in broad outline, was education in the Philippine Islands prior to their occupation by the United States.

Almost the first statement made by the commission, sent here to inaugurate civil government, was that education should be secularized and made general throughout the Archipelago; that the people should be taught the theory of individual rights and the means whereby these rights might be obtained and safeguarded; that an intelligent public opinion should be created for the guidance of those holding public office; and that as they advanced in capacity the government should more and more be intrusted to the people of the Islands.

This is the task which the schools encountered. One not familiar with the geography of the Philippines nor with the social and ethnological condition of their inhabitants, can hardly comprehend the difficulties with which the organization of the schools was attended. The Archipelago is composed of thousands of islands, inhabited by people speaking different dialects and varying in civilization from the primitive Igorots to highly cultured men and women. Means of travel were in the beginning extremely uncertain; there were few houses suitable for Americans in the smaller municipalities; supplies were difficult to obtain; there were no amusements, as we know them, and mails from home came only at long intervals.

Nevertheless, a beginning was made, and made on a large scale. The commission appointed a General Superintendent of Education and authorized the employment of a thousand American teachers. It was decided that all instruction should be given in English, and the teachers were sent throughout the islands with such provisions as could be made for their comfort.

The title of the General Superintendent has since been changed to that of Director of Education; and now, with two assistants, he is at the head of the Bureau of Education—one of the four bureaus under the jurisdiction of the Commissioner holding the portfolio of Secretary of Public Instruction.

The islands were divided into school divisions, and to each of these a superintendent was assigned, who should, under the direction of the General Superintendent, have charge of all work therein. These divisions at first embraced too much territory; the superintendent could not in person superintend the work under his direction, nor become sufficiently intimate with local conditions to adapt the schools to meet them. The boundaries have several times been changed, until there are at present thirty-seven school divisions, which, in general, correspond with the several provinces. The city of Manila ranks as one of these.

Instruction in the provinces was at first largely confined to primary subjects, and Americans did the actual work of teaching. By degrees, however, Filipino teachers have been trained, and primary instruction is now almost entirely given by them, the Americans being used to supervise the work. There are now 279 American supervising teachers, each having under his guidance a district containing two or more primary schools, and being directly responsible to the Division Superintendent for the results obtained. More than 7,000 primary teachers are now employed in the islands. Of these approximately 500 are in the civil service and receive their salaries from the central government; the others are employed and paid by the municipalities in which their schools are located.

It is at once evident that the success of our primary schools—and in passing it may be said that this is recognized as by far the most important branch of the school work—depends largely upon our ability to obtain capable Filipino teachers. When this system was first inaugurated provision was made for a Normal School, wherein Filipinos could be trained for teaching. This institution, which is located at Manila, has already graduated a number of the best men and women in the service; and when the new buildings which are projected for it have been completed, more pupils will be provided for, and our Filipino personnel even more largely recruited from that school.

Many students in the Normal School are supported by the government, under an arrangement whereby after graduation they teach for a period at least equal to that spent in the school. Others are municipal teachers who, under like arrangement, are furnished a year or more of special training by their municipalities.

The primary course extends over a period of four years. The children are first set before a chart, and the teacher begins to practice them in the use of simple English words. This is followed by reading and writing, primary arithmetic, geography, singing, drawing, and such industrial work as the making of native hats or baskets. In the final year the keeping of simple accounts is taught, the elements of physiology and hygiene, and more advanced practical work, such as farming, the culture of flowers, and the general use of tools for boys, and house-keeping, sewing and weaving for girls.

In training girls much emphasis is now being placed on house-keeping, the care of children, and very simple nursing. Many domestic science teachers have been sent to the schools and a large number of model Filipino cottages erected wherein the children learn how their daily lives may be improved and made more sanitary.

In developing our primary course, it is our endeavor constantly to keep in mind the fact that the great mass of the people will never receive further school instruction. It can not be too comprehensive, for it is better to have pupils know a few things well than many imperfectly; and it should as far as possible have a real influence on the everyday life of the people.

English has been our most difficult subject. It was a new language; and it has taken time to have the children become so familiar with it that they will use it in ordinary conversation. More and more they are doing so now, however, and one listening to the remarks and the familiar slang at a baseball game between two school teams might easily imagine himself in the bleachers at home. The use of English has come to be an evidence of education and to confer distinction on the speaker; and while many eminent men trained in the old schools will never use any language other than Spanish, English will be everywhere spoken by the coming generation.

Those pupils who have finished the primary course and who wish to continue their studies, enter the intermediate schools, of which there are some 200 in the islands. The teachers in these schools are all paid by the central government and are under the immediate charge of the Division Superintendents. The majority of them are American men and women.

The intermediate is a three-year course. The pupils devote 40 minutes daily to each of the following subjects: English grammar, reading, arithmetic, science, in the second two years geography, and in the final year history and government. In addition 80 minutes a day are spent in manual training or industrial work.

A student who has completed this course will have a fair education indeed. He should be able to write English correctly and with ease, to read any except technical books, to keep ordinary accounts, compute interest, have some knowledge of the geography of the world and of the history and governmental organization of the Philippines and know the principles of sanitation and hygiene.

In industrial work a boy will be familiar with the proper cultivation of the common vegetables and flowers. He will know how to use garden and carpentry tools, and be able to do ordinary repairing and construction with them. And he will have been taught these things by doing actual work with his hands.

A girl will know a great deal about housekeeping according to American ideas, about the use of cleansing materials and disinfectants; about cooking, the care of the sick, sick diet, and the care of infants. In addition she will have had a complete course in sewing, and have learned how to prepare table and bed linen and infants' apparel.

The intermediate course is followed by that in secondary instruction—a four years' course given in the high schools. There are at present 35 such schools in the islands, located as a rule in the provincial capitals.

This course does not differ greatly from that given in the best high schools in America. The pupils study English literature, history, mathematics, including algebra and geometry, physics, economics, physical geography and geology, zoology, agriculture and sometimes Latin and Spanish.

There are few colleges in the islands and the professions will for many years be filled with men and women who have completed only this high school course. The endeavor has, therefore, been to make the course as comprehensive as possible, and to give to those who complete it a sufficient familiarity with literature and science to enable them intelligently to continue their studies therein should they care to in after life.

In addition to the course just described, a special teaching course

is given in the high schools. This differs from the regular course only in that the pupils become acquainted with our school methods, texts, and organization, and receive actual practice in teaching.

These eleven years comprise the regular course in our public schools. There are, however, a number of special schools under the control of the Bureau of Education, the most important being the 35 manual training schools, or, as they are more frequently called, the Schools of Arts and Trades. Pupils from both the primary and intermediate schools enter the trade schools. They continue their studies in English, reading, writing, arithmetic, and geography, receiving perhaps some instruction in mechanical drawing, but the major portion of their time is devoted to learning a trade, such as blacksmithing, carpentry, or cabinet making. In the Manila trade school there is a department in which boys are trained to repair and drive motor cars of various makes, as well as launches and explosive engines of all kinds. Many hundreds of automobiles are already in use in the islands, and more are being imported constantly; so that the graduates of this department are much in demand and receive excellent wages.

Many of the trade schools—in fact the majority of them—are entirely self-supporting, their products finding a ready sale, and the students themselves receiving a wage for work done outside of school hours. These schools are popular with the people—more popular, perhaps than any other branch of our work—and provincial officials are continually endeavoring to increase their number.

In several provinces we have established agricultural schools, where the pupils are receiving practical instruction in farming. These schools, however, are not yet so well developed as those giving manual training.

A LINGUISTIC ACCOMPLISHMENT

When we teach Latin we are taking the boys and girls away from the world in which they live and putting them into a past civilization. We are alienating them from the present. David Swing used to tell a story of a girl who learned to say "the old yellow cat" in seven languages, whereas if she had not spent time in learning this she might have had seven ideas to express in her own language.—*President David Felmy, Illinois Normal University.*

MILITARY TRAINING IN HIGH SCHOOLS

E. MORRIS COX

Assistant Superintendent of Schools, Oakland

IN the September number of the NEWS there appeared an article in "defense," so the author states, of military training for high school boys. The reasons for such training in the schools of our country have so little to stand upon that it is little wonder that its supporters should feel the need of "defense."

The California Council of Education at its meeting in Los Angeles on April first, unanimously voted in favor of petitioning the Governor not to sign the bill providing for such training. The bill, however, was signed before the action of the Council reached the Governor, and it is doubtful if many citizens of this State either in or out of the schools knew the contents of this measure which the representatives of the several teachers' associations unanimously condemned.

"In time of peace prepare for war" is a catchy expression, with as little truth in it as is usually found in such utterances. The fallacies of unpreparedness are repeated with dogmatic certainty in this article, but the author does not state how successfully we competed, in our unprepared state, against the universal military training of the Spaniards. Nor does he give any evidence that he is familiar with the universally conceded point that the United States has held and now holds such a position in the finance and commerce of the world that there is no occasion, except of her own choosing, for needing citizens with military training.

The assumption that "military training is good in our colleges" is not well taken, considering the facts that the majority of our colleges do not give such training and that in the colleges where it is given, the majority of students escape from it as soon as possible.

The arguments in support are, in the main, those usually advanced by the believer in "formal discipline." By going through these drills, there will be developed mental stimulus, obedience, leadership, cleanliness and neatness in dress, and moral growth, so it is claimed.

It will surely be surprising to many that we need to introduce something new in our high schools to give mental stimulus. If this is so, it is high time to banish our mathematics, languages and sciences.

Obedience will never come if it has not been developed before the high school age. Just a few days ago in my own city I saw a thousand

children from six to fifteen years of age march out from and into their classrooms at a regular intermission, in perfect order, without a teacher in evidence. This school has student government of halls, playground and the marching in and out of building. Can any military discipline equal it? In this same city, not long ago, the principal of a high school and his entire faculty absented themselves for an entire day and the school was conducted by student officers and teachers in a most reputable fashion. For my part, I surely prefer the obedience and leadership developed in these instances to the formal and arbitrary methods of militarism.

It is difficult to discuss the claim of cleanliness and neatness in dress. This is so dependent upon local conditions and influences that both everything and nothing may be claimed for it. There are teachers whose very presence secures cleanliness and neatness.

The claim of moral growth from military training and target practice is rather startling. It would seem that any training that is even remotely connected with the killing of fellow beings might better support itself by other claims than this.

We all have a predilection for the things that we know and can do. For this reason military training must be an abettor of war. We can not escape the moral effects of our training. If it is our purpose to avoid war, it should equally be our aim to suppress all that might aid and abet that which we wish to avoid.

The plea that we must find something that will reach a larger number than are now aided by athletics is good, but military training is not the ideal substitute. At best it can benefit only our male students who are in a decided minority in our high schools. The playground—not an athletic field—and the gymnasium, under proper direction, have already found their way into many of our best schools. These are the schools that realize that they must train their students how to spend their leisure.

As a member of the committee of the Council that reported against military training, I have attempted thus to answer briefly—even to the point of being disconnected—the arguments given in its favor. Much more might be said about the burdens of militarism, the horrors of war, the righteousness of peace and its honorableness, and the commanding position of the United States in defense of universal peace.

ADDRESS TO LAWYERS
PROF. WILLIAM CAREY JONES
University of California

WHEN a man reaches my age, he has behind him a vista of years in which he can attempt to take stock of present tendencies, as well as before him a future on which he can keep his steady and hopeful gaze. The nineteenth century has been a splendid, expanding one; and a person can have no regrets that his life was begun and his first activities were carried out in the second half of a century so charged with material advancement, so vital with human effort and striving, so beautiful in blossoming ideals, so rich in the general gain of good. There is only one respect in which I am ever prone to envy the high-minded young man of to-day, whose adolescent outlook first came in the twentieth century, and for whom the future holds in the way of public service, a promise of productive, constructive rewards in a measure unknown to the generation past. It is in respect to politics, public life, public service, and public morals that the marvelous change has been wrought and that the opportunity of the young man of to-day is so far different from the opportunity of the young man of thirty years ago.

In 1776 we emancipated ourselves from what we regarded the tyranny of England. We vindicated the right of self-direction, the right to live our own political and social life. In 1861-65 we emancipated ourselves from a mental and spiritual thralldom which had tolerated the delusion that one human being was entitled to hold another human being in physical subjection. The greatest blessing of the Emancipation Proclamation was to the white people. It raised indeed the yoke of servitude from the necks of the blacks; but for the whites, it erased from the mind of man the most debasing and distorted view of human relation that had survived from pre-civilized times. Now, at the dawn of the twentieth century, another, and the greatest emancipation in our history, has come. The War of Independence left us with the heritage of slavery still fastened upon our country. Political corruption that had been slowly and steadily eating its way into the body politic even before the Civil War, found in the fruits of that war its most nourishing diet. Colossal interests bred gigantic graft.

I said that perhaps the only respect in which I envied the young man his youth and his future was in the possibility of achieving some-

thing in the political and moral fields. Looking back upon my own life and experience and that of all my aspiring and pure-minded contemporaries it often seemed a ceaseless and fruitless task at which we were laboring. Every effort at reform was met with a sneer or a jeer. We were political heretics to be given short shrift for our rejection of the creed made for us at Washington, at Tammany Hall, at Harrisburg, or at Sacramento. Or we were only negligible dreamers, mere academic theorists, idly trying to disturb a divinely established order of things. It took faith, it took the brightest optimism, to persevere in the three-decades fight, from 1870 to 1900, against the intrenched forces which were not yet known by the ugly names of "interests" and "graft."

When we come to the moment of real emancipation, there always appears on the horizon an arch emancipator.

But every emancipator has his predecessors. Even Jesus had his John the Baptist, and there were many others who joined in making ready the human soil for the Supreme Tiller thereof. Columbus had his predecessors in the mental illumination that saw that the geographical possibilities of the world were not exhausted. Hugo Grotius, fashioner of international relations into recognized principles of human conduct, had his predecessors without whom his great work would have been but a philosophical treatise. George Washington, emancipator of the idea of national existence, had his predecessors in the men who had been laying the foundations of national life since the landing of the Mayflower. Abraham Lincoln, emancipator of the spirit of national freedom, had his predecessors in the abolitionists who had not feared to sacrifice even their lives for the assertion of a principle. And Theodore Roosevelt, emancipator of the national conscience, had his predecessor in every man who since the Civil War has stood up against the selfishness, greed and rapacity of parties, interests and grafters.

Well, the emancipation has come. Do you realize that you live in a land of free conscience? Do you realize that the young man of to-day can set out with every promise of improving the condition of the world, of vindicating right, of correcting wrong, as perhaps in no other era of history, certainly not of our American history? The conservatives, of course, are not dead, the reactionaries will never cease troubling. They represent ineradicable tendencies of the human mind. They will furnish the obstructing forces which you will have to overcome. But not

even they, in your generation, are going to treat your aims and ideals and methods with contempt and disdain. There is a difference between the generation that is past and the one that has begun. And in that difference lies the glorious opportunity of the young man. It is no longer the opportunity of the pioneer or martyr. It is not, now, the opportunity which many of those I have known resolved, in the cloudless days of college life, to embrace, but which they had not the heart and strength to follow when the dark days of discouragement and temptation overtook them. But the opportunity now is one of achieving, of accomplishment. It is the opportunity of entering into a campaign of righteousness, as leader, if such is your capacity, as comrade, at any rate, with other noble souls, and with the foreknowledge that you will be able to push your own country, and maybe all the world, up a peg or two in the progress of civilization.

And what of the lawyer in this movement? I am personally doing all I honestly can to make of you capable breadwinners. No man in the faculty ever loses sight of that object. Our law school is organized with that vocational purpose. But if there were not a higher thought behind the institution for whose realization I have been working for twenty-five years, and whose material embodiment has just now grandly risen on the Berkeley campus in the form of the Boalt Hall of Law, I should feel that my efforts had been misdirected, that some trade-form of law school would have served as well, nay, better.

One characteristic of our age is that all the interests of the time are independent, are co-operative, are integrated in one general purpose. The unrest and agitation which is conspicuous in politics, in morals, in religion, is at work in the field of law. It is for you to turn that disquiet, that criticism, that dissatisfaction, that tendency to overthrow and destroy into right ways; to give a constructive character to such tendencies. Be prepared; don't delay; don't sit idly on the bank of the river of opportunity and let the stream flow irrevocably by. Think deeply and earnestly, with all your faculties alive and all your knowledge at hand, and reform, remodel, readapt to the exigencies of to-day, to the expectations of to-morrow, the law that has grown out of tune with the spirit of the times, and the administration of the law which has been used by the panderers of the profession to subserve the interests of a trade.

Fellows in the splendid fellowship of the law, you are the servants of highest rank in the state, the ministers of the noblest service, the ministration of justice. If such perchance your conception of your calling, now is your opportunity to make the holiest of secular vocations the greatest factor in the amelioration of human conditions. If your conception is less than that, I hope the coming generation will have no punishment too severe for those who would prostitute the high priestess of justice to the lusts of the flesh.—*California Alumni Weekly*.

THE JOY OF PRETENCE

Let's dream like the child in its playing;

Let's make us a sky and a sea,

Let's change the things round us by saying,

They're things as we wish them to be.

And if there is sadness or sorrow,

Let's dream till we charm it away,

Let's learn from the children and borrow

A saying from childhood: "Let's play."

Let's play that the world's full of beauty;

Let's play there are roses in bloom;

Let's play there is pleasure in duty,

And light where we thought there was gloom.

Let's play that this heart with its sorrow

Is bidden be joyous and glad;

Let's play that we'll find on the morrow

The joys that we never have had.

Let's play we have done with repining,

Let's play that our longings are still;

Let's play that the sunlight is shining

To gild the green slope of the hill.

Let's play there are birds blithely flinging

Their songs of delight to the air;

Let's play that the world's full of singing,

Let's play there is love everywhere.

—Selected.

INLAND WATERWAYS

JAMES F. CHAMBERLAIN

State Normal School, Los Angeles

Every country of large extent finds, next to the fertility of its soil, its navigable rivers the most important factors of its early development. The one is fundamental to the production of wealth, and the other to its distribution and exchange.

—Semple, American History and Its Geographic Conditions.

Waterways are of great value because of the low cost of transportation. In some cases these natural highways have been completely constructed by nature, and in all cases the work has been partially done by her. The expense of keeping the waterways in repair is usually slight. The floating stock does not deteriorate rapidly as a result of use, and the cost of motive power is reduced to the minimum. In fact, in many cases, the chief item of expense is that incidental to the loading and unloading of the goods.

As a country develops, railroads take the chief place as carriers both of freight and passengers. The inland waterways are able to compete successfully only in the transportation of heavy, bulky and non-perishable goods. Hence we find in regions well equipped with railroads that the rivers, lakes and canals transport such commodities as iron-ore, stone, coal, lumber and grain.

Our country is particularly favored in the nature and extent of its inland waterways. The Mississippi and its tributaries offer some 9,000 miles of navigable waters—a distance more than equal to the diameter of the earth. The value of these rivers becomes the more apparent when we remember that they traverse a part of the United States the value of the natural resources of which is beyond computation. The navigable part of the Mississippi alone gives river frontage to ten states.

By means of the St. Lawrence and the Great Lakes a waterway is opened to the very heart of our country and Canada. This magnificent highway is of inestimable value for it draws upon the forest wealth of northern Michigan, Wisconsin and Minnesota, the great iron and copper deposits along the shores of Lake Superior, and the vast wheat fields of Minnesota and the Dakotas. Although the Great Lakes are closed to navigation for about four months each year, a much greater tonnage passes through the St. Mary's Falls Canal, which connects

Lake Superior and Lake Huron, than through the Suez Canal, although the latter is open the entire year and is used by the ships of many nations.

The chief articles of freight shipped by the Great Lakes and the St. Lawrence are, in the order of their importance, iron-ore, coal, grain, lumber and flour. Practically all of the iron-ore shipped by water in the United States is carried on the Great Lakes. It is shipped from Duluth, Superior, Ashland, Ironwood, Marquette and Escanaba to Chicago, Detroit, Cleveland, Erie and Buffalo.

While the movement of the iron-ore is eastward, the coal is carried westward. This comes from the Pennsylvania and Ohio coal fields. Erie, Pennsylvania, and Cleveland, Ohio, are important shipping centers, and the coal is unloaded at various points on Lakes Michigan and Superior.

Like the iron-ore the grain and flour move eastward. The chief shipping points are Duluth, Superior, Chicago and Milwaukee. Much of the grain is exported, reaching the Atlantic coast by way of the Erie Canal.

While the amount of lumber shipped on the Great Lakes is large, it is steadily decreasing because our great forest resources in the lake region, as well as in other sections, are becoming depleted. Chicago is our greatest lumber market, serving as a point of distribution for a large and populous area.

The tremendous importance of our Great Lakes from an economic point of view can be to some extent realized when the transportation charges by water and rail are compared. On the lakes one ton can be carried 1,000 miles for one dollar. On our railroads the average distance which a ton can be carried for one dollar is 123 miles. Iron-ore can be transported from Duluth to Erie, Pennsylvania, at a cost not exceeding the freight charges by rail from Erie to Pittsburg. Consequently much of the iron used in Pittsburg comes from the deposits found west and south of Lake Superior.

The St. Lawrence has left its impress upon the history of Canada, and to some extent upon that of the United States. Its valley guided the movements of the early French missionary, trapper and trader, while the settler built his cabin upon its banks. The demand for a water outlet led to the establishment of long, narrow holdings and a

concentration of population along the rivers. Speaking of these early conditions Parkman says: "One could have seen nearly every house in Canada by paddling a canoe up the St. Lawrence and Richelieu."

The Mississippi and the St. Lawrence are not the only American rivers which have been and are important in shaping the development of our country. The Hudson, because of its depth, and because of its connection, through the Erie Canal, with the St. Lawrence system, is a waterway of great value. There are many others on the Atlantic and Gulf coasts, and a few on the Pacific coast of some considerable value.

Because of the large number of navigable streams in the eastern and central part of our country, the building of wagon- and railroads was for a time retarded. In the West the absence of waterways was in a measure responsible for rapid railroad construction. South Africa and Australia illustrate the same point.

France derives great advantage from her rivers. The Seine has a minimum depth of ten feet as far as the city of Paris. The Loire, the Garrone and the Rhone are all of more or less value. The Rhone, because of its relatively steep gradient, is the least navigable. Michelet speaks of this stream as a "furious bull" rushing from the Alps to the sea.

Germany carries on much commerce by means of her rivers and canals. Great quantities of coal are carried down the Rhine from the mining district in the upper part of the valley. The Rhine has been deepened and made practically uniform in width at a cost of about \$5,000,000. From one to six barges, each loaded with 100 or more tons of coal, stone or lumber, are towed by a single tug. Transportation on the Rhine is thus very cheap. Navigation on German rivers is hindered for a considerable time each year owing to the fact that they freeze in winter.

Russia has many large rivers, yet their value as lines of transportation is lessened by several circumstances. The Volga, a mighty stream, bears considerable commerce, yet it terminates in an inland sea. As a result, most of its freight is borne up-stream thus increasing the cost of transportation. For a part of the year it is ice bound. The Obi, the Yenesei, and the Lena, all rivers of great magnitude, empty into the Arctic, and hence are of little commercial value.

The development of Africa has been greatly retarded by the fact that her rivers break through a mountain wall before reaching the sea. There is no natural highway leading into the continent. Only the historic Nile invites travel, and its course is interrupted by rapids. Australia has not a navigable river. South America, on the other hand, is open to travel and trade. The mighty Amazon is navigable almost to the foot of the Andes, while there are, as in the Mississippi system, many navigable tributaries. The Parana offers thousands of miles of water communication. Ships drawing 21 feet ascend to Rosaria, 230 miles from Buenos Aires. Those of 19 feet draught reach Santa Fe, a distance of 350 miles, while vessels drawing 15 feet can ascend 850 miles, while those of 8 feet draught are able to penetrate the country to a distance of 2,000 miles from Buenos Aires. The Orinoco admits sea-going vessels for a distance of 1,000 miles, thus giving the region tributary to the river a great commercial advantage.

Since the course of trade and travel are greatly influenced by rivers, it is but natural that the distribution of population and the location and importance of cities should also be affected by them. The fertile flood plains of the Ganges, Irrawaddy, Yangtse, Hoangho, Nile, Po, Volga, Seine, Mississippi and others support large populations, and produce great quantities of food materials.

Cities are frequently situated at the head of navigation on some stream, or at a point where, owing to change in depth, transshipment is resorted to. This naturally increases the commerce, industry and population of such places.

A situation at or near the confluence of two navigable rivers is a very advantageous one. St. Louis, Pittsburg, Lyons and Paris are well known examples. Falls and rapids give to cities situated at the points where they occur a great industrial advantage. Lewiston, Maine, Lowell, Massachusetts, Minneapolis and Spokane owe their importance in no small measure to water power.

Like rivers, lakes and inland seas are related to man in various ways. The value of our own Great Lakes as a commercial highway has already been pointed out. Lake Champlain has some commercial value. The Caspian Sea bears a considerable commerce upon its waters, while the lakes of Africa will increase in importance with the development of the continent.

Upon our Great Lakes, as upon the Caspian Sea, fishing is an important industry. Great Salt Lake is of value because of the immense amount of common salt which it contains—estimated at 400,000,000 tons. Lakes of considerable size temper the climate of the regions adjacent their leeward shores. The southern peninsula of Michigan, Peninsular Canada, and western New York are examples of this, for in each of the sections named, fruits flourish which do not thrive in the same latitude west of the lakes.

Certain lakes are of great value because they furnish an abundant water supply to some city or cities. This securing of an adequate supply of water for drinking purposes, fire protection, street sprinkling, and for use in connection with various industries is one of the greatest problems that a large city has to solve. Duluth, Milwaukee, Chicago, Detroit, Cleveland, Buffalo, are examples of large cities that draw their supplies of water from lakes.

Many lakes have a decided value that can not be expressed in dollars because they furnish resorts and retreats to which people go who are in search of sport, recreation, rest, and health. Saranac Lake, in New York, Lake Tahoe in California, the lakes of Switzerland and of Scotland are illustrations.

Where navigable streams or lakes are separated by areas of slight relief, there are opportunities to connect such bodies of water by means of canals. The low divide between the Mohawk and the Lake Erie drainage made the construction of the Erie Canal a comparatively easy matter. This, which is a state canal, was opened in 1825. It extends from Albany to Buffalo, a distance of 355 miles. It is seventy feet wide on the surface, and has a depth of seven feet. Before the opening of this canal, Philadelphia exceeded New York in commercial importance. Very soon after this event, however, New York passed the Quaker City, and has ever since remained in first place. The whole state of New York, as well as other states and cities lying to the westward, were greatly benefited by the canal because of the low freight rates.

Because the Erie Canal opened a market to the farmer in New York State and the Middle West, the raising of wheat was greatly stimulated, the price of wheat advanced, it paid to ship the timber cleared from the farms, and population moved westward. As a result

agriculture flourished, towns developed, forest and mineral resources were exploited, and railroad construction was encouraged. In twenty-six years after the opening of this canal freight rates between Buffalo and Albany had dropped from \$88.00 to \$5.98 per ton.

A similar low divide facilitated the construction of the Illinois and Michigan and later the Chicago Drainage and Ship canal, thus connecting the St. Lawrence and the Mississippi drainage. The Illinois and Michigan canal was opened in 1848 and extended from Chicago to LaSalle, a distance of ninety-six miles. It was used for years in transporting farm products, wood and stone to Chicago, and manufactured articles from Chicago to the small towns along the canal.

The Ship canal, which extends as far as Lockport, thirty-four miles from Chicago, was opened in 1900. It has a depth of twenty-two feet, and while its great value at the present time is a sanitary one, serving to carry the sewage of Chicago to the Mississippi drainage, it will doubtless at no very distant day be one link in a deep water route between Chicago and the Gulf of Mexico.

Three of the four great rivers of France rise on the central plateau and flow to the Atlantic. The fourth, the Rhone, empties into the Mediterranean Sea. A system of canals, planned by Colbert in the seventeenth century, connects the various river systems. Their use has done much to promote the industrial and commercial expansion of France.

In Great Britain, Germany, Holland, Belgium, and Russia canals are of great value. In the German Empire there are 3,045 miles of canals. Most of the canals are state property, and since 1872 they have been maintained as roads are. No toll is charged, and the average cost of transportation is one-fifth of a cent per ton per kilometer, or about one-third of a cent per ton per mile. The freight charges by rail are six to eight times this amount.

It will be noted that this treatment deals almost exclusively with the economic importance of inland waterways. From the historic side the subject is fully as important. This article is intended to be suggestive of the rich field that is open to teachers when presenting the topic of inland waterways.

PUT IT OFF TILL TO-MORROW

C. J. WALKER

Superintendent Visalia Schools

IT must be remembered that the schools are exclusively for the children, and that every consideration pertaining to them should be measured by its value, or want of value, to the children. The schools exist solely for them; and yet these children are helpless in the selection of teachers and in the general management. So I desire to make a plea for them.

I am quite sure that children's rights and their best interests do not always receive the consideration they merit, either in the school or in the home; that we are often impatient with them, when their conduct has resulted from no wrong motive or intention; that many times their burdens are heavy, and with a selfish regard only for our own interests, we censure when we should encourage; that we are inclined sometimes to punish when the offense is chiefly our own irritation; that we frequently make arbitrary demands of them, which if made upon us would be resented as indignities. Do we always accord them the same treatment and consideration we demand for ourselves? Should we inflict corporal punishment at all? Can goodness be driven in through the skin? Does not such punishment usually promote dishonesty? I believe that real and permanent reforms are secured only by appealing to the better impulses already in the heart of the child; that better conduct is not driven in, but drawn out. I do not say that punishments should never be resorted to; but that they should be administered as medicine is administered. Medicine is not given because it is good for either a sick or a well person; it is simply given to arrest the progress of disease till nature may rally and throw it off. So punishments should be simply to arrest wrong tendencies until the child's better nature is so reached that the diseased conduct is succeeded by better impulses and purposes. Too often we punish simply because we are irritated. Many times I have asked teachers to put off all severe punishments "till to-morrow." Both parties will then be in better temper for its infliction. And frequently when action is deferred till a later date, the teacher finds that she can reach the case by other methods more wholesome.

Please do not regard me as presumptuous when I say I wish parents could find it in their hearts to defer their punishments "till to-morrow." I am sincere in it. I am sure it would be both fairer to

the child, and better for him. You may not always feel it so necessary next day, which will mean that perhaps it was your irritation more than his offending that prompted you to it. It is far better if he can be restrained from doing wrong by feeling that it would be a disappointment to one he loves, and one who loves him and wants to be fair to him.

Our children are the most sacred trusts which a kind providence has placed in our keeping. And I am sure all right-minded parents desire to see their own develop into the best types of manhood or womanhood; that they may realize a higher degree of success and influence than we have been able to attain. So I appeal to you to fill their lives with as much sunshine as possible, with as much of the real joy of living as you may, that their lives may radiate this same joy and sunshine, and the world be happier and better for their having lived.

A PRAYER FOR A PUP

Great God of Dogs:

Seated on thy regal throne in the high heavens, where ruddy Sirius flames; with all thy angel pack about thee, running to do thy bidding—St. Bernards and all the other canine saints, collies, setters, mastiffs, and Great Danes, dogs who gained Heaven through much loving and profound devotion, a noble brood, heroes of flame and flood—

Great God of Dogs, look down and hear my humble prayer.

Outside thy portals this gray morn a little stranger waits, an Airedale terrier, nine months old, big-footed, awkward-limbed, rough-coated, with stubby tail held upright, wagging rapidly, ears cocked and brown eyes full of innocent inquiry and pained surprise at his strange plight, pleading dumbly for admittance.

That's Dusty Rhodes. He died last night in undeserved pain. His little spirit passed beyond our ken. No more our door is opened to his plaintive whine. Great God of Dogs, I pray thee, let him in.

And if he can not read his title clear to kennels in the skies, I pray thee grant him mercy. If in his record thou dost read much mischief and some disobedience, forget not his unsullied heart, his sweet and gentle disposition; no trace of viciousness did darken his young life, no evil mood, nor any least resentment. He teased our cat, but it was only play; he would have loved him like a brother if he could. And if on such and such a day he misbehaved and heeded not the bidding of

his mistress, on that same day he licked the chastising hand, and all was soon forgiven and forgot.

There be no deeds of valor to record; but he was young. He came of noble lineage; his little heart was true. Be merciful, I pray, and let him in.

His little collar hangs upon a nail, and e'en the little whip, the sight of which chastises us to-day. He has no home. We can not bear that he should wander there in outer darkness, unpatted and unloved. Is there no place in all wide Heaven for him? Is there no loving hand to take his proffered paw? I pray thee, let him in.

And if there be an angel child or two whose time may well be spared, some cherub who can understand a dog, who loves to play, I pray thee to entrust him to his keeping. He will repay the care. Across the Elysian fields he'll romp and run; and if some angel stops and smiles and speaks his name, as neighbors did on earth, then there will sound the bark of pure delight that we shall hear no more; and Heaven will hear a joyful noise that day.

Great God of Dogs, outside thy pearly gates this little stranger stands and begs the simplest boon. He only asks for someone he may love. Great God of Dogs, wilt thou not take him in?

—WALTER A. DYER in *Our Dumb Animals*.

THE SUNNY SIDE
BY JOHN KENDRICK BANGS

Life holds its woes for me. I know full well,
However evil things may seem to me to-day,
Some future joy is certain to dispel
The clouds that lower darkly o'er my way.
And I have noted that one taste of bliss,
E'en though 'tis but a taste, hath joyous meed
To compensate for all that goes amiss,
On which a soul in sorrow long may feed.
No night e'er was whose darkness did not fade,
No storm e'er raged whose course was not soon run:
And so my soul, by troubles undismayed,
Doth simply wait the coming of the sun.

CALIFORNIA COUNTY FREE LIBRARIES

HARRIET G. EDDY

County Library Organizer, State Library

THE library and the school are coming to be regarded more and more as supplemental and vitally interrelated in purpose. This recognition of their interrelation in theory is coming to make them more and more so in fact. As a consequence, schools are paying more attention to libraries and demanding more of them; and libraries are paying more attention to service to the schools. We are all coming to have the clear vision that between school and library there should be no boundary, since both are working to the same purpose—the general raising of the average intelligence. Each should be so interwoven into the other as to present a solid fabric. Or to vary the figure, the ideal library is the enveloping action of the whole drama of education, furnishing books, pictures, and the story hour to the little child, then offering him recreation and supplemental work through all his years of grammar and high school; furnishing him with material for research in the university, and finally equipping him with the only means we yet have for a continuation school through the rest of his life.

Firm in the belief that this is the true mission of a library, and ambitious to bring about its realization, the California State Library has for years been working towards books for the people—not a few books for all the people, nor plenty of books for a few people, but plenty of books for all the people. And the two reasons which justify me in telling you about it are that we have the schools especially in mind in thus attempting complete service; and second, because anything so vital to the welfare of the community is, or should be, of vital interest to every teacher.

Up to within a few years, there have been three ways in which library service has been given to the public: 1. Municipal libraries; 2. Traveling libraries; 3. School libraries. These have not proved adequate to the task, for they are disconnected from access to a larger collection of books, do not receive sufficient financial support, often do not have trained supervision, and hence are poorly and disproportionately chosen, and fail to arouse in the people an enthusiasm to use them. So a unit was sought which would cure all these ills, and give service to everybody, whether living in the congestion of the city, or on the distant mountain side. The county offered the solution to all these

difficulties, as it is large enough to give ample support, to pay for trained supervision; and when all the counties have established a county free library, then everybody in the state will have free library service. So a county free library law has been passed in California, making it permissive for the county supervisors to establish a county free library, to levy taxes to support it, and to appoint a county librarian to have charge of it. Already twelve counties have taken up the plan, with unprecedented success. It works out exactly like a large city library with its branches. The central library is in the county seat, and branches are placed in every community in the county; each branch has a collection of books, exchanged as the community finishes with them, with additional ones sent as requested and needed. Then the State Library stands back of the county free libraries, supplementing them with any books they can not have in their own collection.

It is a wonderful plan, by far the most comprehensive ever started for getting adequate library service for everybody. And the people are approving it by their enthusiastic appreciation. Small towns are able to have reading room and library service, impossible if supported locally; high schools have access to hundreds of dollars' worth of material for special research work during the year; study clubs have collections of books at their disposal; the special student has access to the book he most needs for his study; the farmer has sent to him the latest book in his particular industry; and the general public receives every service a library can give. Thus the end, toward which the county free library was created to aim is being realized—plenty of books for everyone, with pleasure and profit for everyone from early age to the end of life.

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"What's the matter?" he asked.

"O, I feel blue," she replied. "Nobody loves me and my hands are cold."

"You should not say that," was his word of consolation, "for God loves you, and your mother loves you, and you can sit on your hands."—*Success.*

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GIVE US A PLACE TO PLAY
BY JOHN L. SHROY
Frances E. Willard School, Philadelphia

"Git out!" yells the cop, " 'r I'll soon put a stop
To y'er nerve rackin' din by runnin' you in.
You won't play on the street when I'm on this beat,
So chase y'urself hence. Git away from that fence!"
An' the cop, he's the law, an' we've got to obey,
But he don't tell us what 'r where we can play.

"Git out!" yells the man when we kick his ash can.
Then he calls us vile toughs, an' villains and roughs,
An' names if I said would knock mother dead.
We run all our might to get out of his sight,
An' bump into people, who kick us away
An' growl, but don't mention a place we can play.

"Git out of the way!" yells a man with a dray
As he nearly runs down my chum, Billy Brown;
He raises his whip, and then all of us skip.
But we only change streets, for where else can we go
To escape cops and drivers—does any one know?

If you were a lad; didn't mean to be bad,
Had no place to meet except in the street,
No place to play ball 'r "tagger" at all,
No place just to yell when y'ur feelin' real well,
Now, honest and true, what on earth would you do?
Why, you'd swear an' make bets an' smoke cigarettes;
You'd gamble an' fight, an' throw stones just for spite.
You'd try to live down to the names you were named,
An' you'd lie, with the gang, without feelin' ashamed.

Big brothers of ours, we want to do right,
But try as we will, it's a hard, uphill fight.
We'd rather play ball in a place where we dare,
Than skulk near a corner an' gamble an' swear.
We'd rather clim' ladders an' act on a bar,
Than dodge a policeman 'r hang on a car.
It's up to you, brothers; come, please don't delay;
But establish a place where us fellows can play.

CENTRAL CALIFORNIA SCHOOLMASTERS' CLUB

Winfield A. Benner

Vice-Principal Hawthorne School, Fresno

IN view of the rapid, progressive strides of the Central California Schoolmasters' Club in the past few years, we feel that a *resume* of our work would be of interest to the readers of this journal.

The Central California Schoolmasters' Club was formed on October 16, 1905, for the purposes of promoting better fellowship among the men in the school departments in and around Fresno, and of officially aiding any worthy educational work in the community.

Meetings have been held at irregular intervals of from one to two months during each school year since. At these meetings topics of educational interest and value have been discussed by prominent people. Among these were Rev. Thomas Boyd, who, a year ago, spoke on his recent trip to Europe; Hon. Frank Short, who, two years ago, spoke to us on his winter's experiences in Washington, D. C.; E. E. Manheim, of the Farmers' National Bank, who addressed us on "Banking"; Dr. H. S. Curtis, formerly secretary of the Playground Association of America, who last winter spoke on Playgrounds; and Dr. A. E. Winship, who spoke on "Educational Progress in California" last winter.

The club has had delegated to it full charge of the entertainment of the visiting teachers during the meetings of the California Teachers' Association—Central Section, for the past two years; and the entertainment has been conducted in such manner that we feel justly proud of its success. Among other features was a banquet, to which the lecturers of the session have been invited. Last spring Dr. Winship was one of our guests.

Last year the Park Commission of Fresno being anxious to turn over the management of the Municipal Playgrounds to some branch of the School Department, the Schoolmasters' Club volunteered to accept the responsibility. We planned, and, with the assistance of the entire School Department, carried out a mammoth "Play Fest," in which nearly two thousand school children competed. The proceeds went toward supervising the playgrounds during last summer's vacation. The writer was selected as supervisor, and Miss Mabel Newell of Emerson School for that of assistant supervisor. Considering our financial resources for equipment, our work was a success, and there is now a strong sentiment in Fresno for permanent supervision.

By no means our least important step has been our joining the Chamber of Commerce as an organization and taking an active part in its affairs.

One man only from outside the school department has been elected to membership—Mr. John Fee, Physical Director of the Fresno Y. M. C. A., who has always been of invaluable assistance to the Fresno schools in all matters pertaining to athletics and physical culture. He is one of our most enthusiastic and influential members.

Our officers for this year are: President, John A. Nowell, vice-principal of Fresno high school; vice-president, W. B. Munson, principal Webster school; secretary, F. M. Fulstone, head of the commercial department, Fresno high school; treasurer, D. D. Davis, principal Hawthorne school.

In conclusion, let me say that the Schoolmasters' Club is rapidly becoming a potent factor in all important matters in this community. What has been done here can be duplicated elsewhere, and it is with the sincere wish that a knowledge of our successes may aid in the organization of similar clubs elsewhere, and in encouraging such organizations already existing, that this account has been written.

MARK TWAIN AND THE TYPEWRITER

Mark Twain, during his seventy and more years, led a life of such infinite variety that there are few things in the gamut of human interest that were foreign to his experience and there are many, many things on which he threw the light of original knowledge. He was more than an author. He was always an actor in the human drama, and he was more than one kind of a pioneer. Among other things, he claimed to be the first person in the world to apply the type machine to literature.

When we consider that the typewriter is now the accepted medium for the preparation of authors' manuscript, this claim assumes importance. It shows that Mark Twain could claim and justly claim to be a veritable Columbus of literature in a new and incontrovertible sense.

The facts were brought out in a most interesting way. While Mr. Clemens was working on his autobiography, an old letter written by him thirty-two years ago to the manufacturers of the Remington Typewriter was unearthed and brought to his attention. Here is what he wrote:

"Please do not use my name in any way. Please do not even divulge the fact that I own a machine. I have entirely stopped using the typewriter, for the reason that I never could write a letter with it to anybody without receiving a request by return mail that I would not only describe the machine, but state what progress I had made in the use of it, etc., etc. I don't like to write letters, and so I don't want people to know I own this curiosity-breeding little joker."

No wonder Mark Twain speaks in his letter of "this curiosity-breeding little joker." In those days it was a curiosity truly enough. In the year 1873, the Remington, the pioneer writing machine, had just been placed on the market. Few had even heard of it; fewer had seen it; and fewer still were ready to believe it was a practical mechanical device. Indeed in those days the machine itself was only a promise of what it has since become.

Mark Twain acknowledged the authority of this old letter, and contributed an interesting chapter of his autobiography to the subject of his first typewriter. It seems that he purchased the machine in Boston when on a lecturing tour in company with that other famous humorist, Petroleum V. Nasby. He and Nasby saw the strange looking device in the window of the Remington store, were drawn in by curiosity, and ended by purchasing. This fact itself is worth recording, for Nasby subsequently became for some years one of the selling agents of the Remington. Doubtless, it was on the occasion of Mark Twain's purchase of the machine that Nasby's interest began, which led him afterwards into the typewriter business.

Mark Twain bought the machine in 1873, and it was unquestionably one of the first Remingtons ever built. In the following year, his typist type-copied for him *The Adventures of Tom Sawyer*, and this was the first book ever submitted to a publisher in typewritten manuscript.

"That early machine," writes Mark Twain, "was full of caprices, full of defects—devilish ones. *It had as many immoralities as the machine of to-day has virtues.*" How great the contrast between the Old Remington and the present Remington!

Mr. Clemens finally made a present of the machine to his friend and fellow author, William Dean Howells, but whether Mr. Howells also used it for typing his manuscript is not recorded in the Book of the Chronicles.

IN THE GARDEN
BY EDITH ELLERY PATTON

Rue and lily and rose,
Rose and lily and rue,
A cluster of stately snowy phlox,
A wall of blushing hollyhocks,
And I in the garden with you;
In Paradise, love, with you.
You gathered a rose with gentle care,
I wore your guerdon, a lily rare,
Ah! life and love were new!

Rue and lily and rose,
Rose and lily and rue,
A perfumed border of mignonette,
A golden moon in sapphire set,
And I in the garden, but you—
O love, my soul called you!
But the roses' petals are scattered now,
The lilies I lay by your cold pure brow,
While I wear at my breast the rue.

A TEACHER'S RESOLUTION

A teacher's resolution: To look on the bright side. To talk less and teach more. To help pupils help themselves. To care for the health of my pupils. To read from a good book each day. To teach wholesome truth by example. To be what I would have my pupils be. To be clean in person, speech, and thought. To keep my head cool and my heart warm. To remember the joys and forget the sorrows. To follow the footsteps of the Great Teacher. To awaken minds and develop thinking power. To know my pupils better and love them more. To get all the good, clean fun out of life that I can. To teach the dignity of labor the joy of service. To take at least thirty minutes' open air exercise each day. To be loyal to my pupils, to my patrons, and to my board.—*Journal of Education.*

"Your name," he stammered, "is—is written on my heart."

"Yes?" she whispered. "But—but wouldn't it be much nicer if your name were engraved on my stationery?"—*Inland Stationer.*

Gleanings



The semi-annual meeting of the California Council of Education was held at Chico on October 28th, in connection with the annual meeting of the Northern Section of the California Teachers' Association. The following members were in attendance: W. M. Mackay, Lulu E. White, Delia D. Fish, Alexis F. Lange, Agnes E. Howe, A. J. Cloud, Morris E. Dailey, Will C. Wood, Minnie Coulter, Alfred Roncovieri, E. Morris Cox, Clara M. Partridge, J. W. Linscott, Oliver P. Jenkins, D. R. Jones, C. L. McLane, Noel H. Garrison, Craig Cunningham, E. W. Lindsay, A. N. Wheelock, J. A. Cranston, C. H. Covell, Hugh J. Baldwin, A. L. Hamilton, Ednah A. Rich, Duncan MacKinnon, Mark Keppel, Ora Lovejoy, H. H. McCutchan, and T. J. Phillips. The absentees were O. W. Erlewine, Jas. A. Barr, A. M. Simons, Horace M. Rebok, J. H. Francis, and A. S. McPherron.

The first work of the day was permanent organization of the California Teachers' Association under the Articles of Incorporation, which were effective October 1st. Members of the Board of Directors were chosen as follows: C. L. McLane, Alexis F. Lange, Mark Keppel, W. M. Mackay, Agnes E. Howe, Duncan MacKinnon, Noel H. Garrison, J. A. Cranston and E. Morris Cox. Upon the recommendation of the Council, the Board of Directors then elected the following officers: C. L. McLane, president; W. M. Mackay, vice-president; L. E. Armstrong, secretary.

The Council then proceeded with the regular work of the day—the rendering and discussion of reports from the several committees appointed by the president under the authorization of the Council at its meeting in Los Angeles on the first of April, 1911. These reports were all more or less tentative and were submitted principally to invite discussion. In each instance, it was ordered that the report be received, that the committee be continued and instructed to prepare definite findings for publication in the SIERRA EDUCATIONAL NEWS at least one month prior to the meeting of the Council next April.

As there will be editorial discussion in the December NEWS of the main points presented in these reports, we shall indicate at the present time simply the line of work covered by the committees and the names of the chairmen submitting the reports: 1. Rural supervision—E. W. Lindsay. 2. Readjustment of courses of study and certification of teachers—Alexis F. Lange. 3. Personnel and duties of the State Board of Education or Commission—Duncan MacKinnon. 4. Industrial education—Alfred Roncovieri. 5. Health supervision—E. Morris Cox. 6. Playground movement—W. M. Mackay. 7. Codification of school law—Mark Keppel. 8. Moral education—Clara Martin Partridge. 9. Teachers' employment bureau—D. R. Jones. In addition to these committees the Council appointed another on State

textbooks, as follows: E. Morris Cox, Will C. Wood, Mark Keppel, Morris E. Dailey and Lewis B. Avery.

Following the presentation of a financial statement by E. Morris Cox, the Council ordered that 75 cents of each dollar collected for memberships in the several sections be turned into the treasury of the California Teachers' Association.

L. E. Armstrong tendered his resignation as secretary, stating that he had accepted a position with the American Book Company. Mr. Armstrong thanked the Council for the cordial support given during his incumbency. The resignation was accepted, and Jas. A. Barr was unanimously elected secretary. Mr. Barr will take charge of the office on the first of December.

After a discussion of means to give permanence to the work of the Council, a recommendation was made to the sections that they devise some method of electing representatives for a term of more than one year.

After selecting Fresno as the meeting-place for next April, the Council closed one of the most suggestive and helpful educational meetings ever held in California.

The annual meeting and banquet of the California Schoolmasters' Club was held in San Francisco on October 21st. Supt. Will C. Wood of Alameda presided, and in felicitous terms introduced the speaker of the evening, Hon. Henry George, Jr., of New York. The son of the greatest advocate of the single tax made an address worthy of his illustrious father. Under the title—"The World's Progress Toward Social Justice"—Mr. George presented clearly and forcefully the arguments in favor of the single tax. Whether or not all his hearers agreed with the speaker's conclusions, they all listened carefully and went away thoughtful. This meeting of the club was decidedly successful.

F. G. Sanderson, principal of the Los Banos high school, has been chosen to succeed Noel H. Garrison as supervising-principal of the Merced schools.

The 1911 summer session of the University of California surpassed all former records in the number of students enrolled and the courses offered. The enrollment was 1,950, an increase of 900 over 1910. Of this number 625 were men. Dean Chas. H. Rieber is now planning another great session for next summer. The University is doing a magnificent work along this line.

That the San Jose normal is not a seminary for young women is evidenced by the organization of a football team. The boy has long been extinct at the San Francisco normal, but we rejoice at his continued appearance at the other normals. We have often wondered why boys do not enter the San Francisco normal. Can someone throw a little light?

Supt. Edward Hyatt has presented to the superintendents of the State a very clever plan for distributing necessary information to teachers and trustees. The State Superintendent proposes to say from time to time in a brief bulletin the things that he deems worthy of saying, leaving in this bulletin a few pages at the back in which the county and city superintendents may divest themselves of superfluous information. Then the combined bulletin will be mailed by the superintendents to teachers, trustees and parents at the judgment and postage account of the superintendents. The plan looks like a good one. Its success, however, will depend almost wholly on the degree of co-operation extended by the superintendents. We believe that the old plan of an official journal is far simpler and easier. It is to be regretted that the State Board of Education deemed this plan unconstitutional, inexpedient, immoral and subversive of the best educational interests of the State as soon as there appeared a possibility of the teachers' journal being made the official organ.

The annual meeting of the Northern Section of the California Teachers' Association was held at Chico, October 24-27. President Lulu E. White of Redding carried through an excellent program with marked executive ability. Never again let us believe that it takes a man to run an educational meeting as it should be run. Nothing could be finer than Miss White's courteous firmness and dispatch in the chair. The program covered a wide range of topics, so as to present something for everybody. The Playground Movement was handled by E. B. De Groot, general director of the Chicago playgrounds and recreation centers; L. H. Weir, field secretary of the Playground Association of America; and Mrs. L. H. Kaul of the Chico normal. Agriculture received careful consideration, various phases being presented by D. J. Crosby of the Department of Agriculture; Cyril A. Stebbins of the University of California; Riley O. Johnson of the Chico normal; and Judge Peter J. Shields of Sacramento. One of the finest things on the program was an address by Supt. J. H. Francis of Los Angeles, favoring a reorganization of courses of study to meet the needs of girls in view of their ultimate function as home-makers and keepers. Dr. Margaret Shallenberger of the San Jose normal lectured entertainingly on "Efficacy of Personality"; and Miss Agnes E. Howe, also of the San Jose normal, and president of the Bay Section of the California Teachers' Association, presented "The Teacher as a Member of Society." In view of womanhood suffrage, this address was very timely. Variety was given to the program of the general sessions through the presentation of several fine musical selections and a recital of his own poems by Fred Emerson Brooks of San Francisco. A lecture by L. L. Wirt on "The Conquest of the Arctic" proved very interesting. The



Two Noteworthy Publications



PRACTICAL BOTANY

By Joseph Y. Bergen and
Otis W. Caldwell

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The fundamental difference between this book and other botanies is expressed by the word

PRACTICAL

in the title. In fact, this book gives "more about hay and less about mitosis."

Material included relates to industrial, agricultural, horticultural, as well as other branches, offering a strong yet simple course, dwelling at some length on the economic importance of plant life.

COMMERCIAL GEOGRAPHY

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A most hearty reception is being accorded this new Commercial Geography.

Its treatment is clear.

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programs of the several sections were all up to a high level of interest and usefulness. Space forbids our recounting them. Supt. S. M. Chaney of Willows was elected president for the coming year; Miss Naomi Baker of Red Bluff, secretary; Miss Lulu E. White of Redding and Geo. W. Moore of Colusa, elective members of the Council of Education; and Sacramento was chosen as the next meeting place.

The counties of Butte, Colusa, Glenn, Tehama and Shasta held their institutes in connection with the meeting. Supt. W. P. Cramsie of Yuba county and Supt. Hobart Heiken of Sutter county held their institutes at Marysville and Yuba City, respectively, for two days—October 23d and 24th—and then adjourned to permit their teachers to spend the remainder of the week at the Chico meeting.

The privilege of selling State textbooks has been forfeited by E. C. Stewart of Stockton. An investigation conducted by Supt. Edward Hyatt proved that the Stockton dealer had sold State books at prices greater than the rates fixed by law. In consequence Stewart will sell no more State textbooks.

A new training school building for the San Jose normal will soon be started. This addition, costing about \$60,000, will accommodate the first four elementary grades. The four upper grades will remain in the present training school building, which will be remodeled to fit the general scheme of construction. It is to be hoped that the San Jose normal people will prevent the State Engineer from repeating some of the blunders made in the training school buildings at San Diego and Chico.

The Yuba county teachers' institute held a two-days' session at Marysville on October 23d and 24th. The teachers were then excused to spend the next three days at the big meeting in Chico. For the Marysville program Supt. W. P. Cramsie had secured the services of the following speakers from outside the county corps: Dr. C. C. Van Liew, Miss Alice Orne Hunt, L. E. Armstrong, and E. T. Manwell. As ill-luck would have it, Supt. Cramsie was flat on his back, sick, during the entire institute. But not a whimper out of him. On his sickbed he laughed at his own condition and gave an example of pluck that did one's heart good. In his absence, the institute was presided over with skill and dignity by E. D. Bristow of the Marysville schools.

Supt. Hobart Heiken of Sutter county pursued the same plan of having a short local institute and closing the week at Chico. For his lecturers he chose L. B. Wilson and Miss Rebecca F. English of the San Jose normal. L. E. Armstrong made a brief address, also, on the advantages to be derived from state-wide co-operation by the teachers of California.

Elements of Agriculture

For High Schools

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A Teacher's Manual for the Grammar Grades

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The *Junior Agriculturist* is a little four-page magazine issued twice a month by the College of Agriculture of the University of California. It is distributed free to children in California to arouse an interest in agriculture. It is decidedly worth while. We would suggest to teachers who would like copies of the paper for their pupils to write their requests to the editor, C. A. Stebbins, Berkeley.

The Alameda county teachers' institute was held at Idora Park, October 16th-18th. In some ways Supt. Geo. W. Frick prepares the most unique institute programs given in California. Supt. Frick has been in the business of preparing programs a long time, and he gives the teachers of Alameda county the benefit of his experience. He believes that a teacher should not be filled to overflowing. He arranges a program that will leave every teacher hungry for a little more. He puts in plenty of the best music and gives the teachers ample opportunity to digest each treat—educational or musical—before offering the next. In the recent institute only two speakers were presented: Dr. E. O. Sisson of the University of Washington, and J. W. Livingston, formerly president of one of the Wisconsin normal schools. At each of the six half-day sessions, both men spoke once. By this arrangement each speaker was able to present his general educational viewpoint with considerable fullness and clearness. The addresses given by Dr. Sisson were very greatly appreciated. A pleasing incident marked the close of the institute. As Supt. Frick does not believe in a committee on resolutions to thank several people, including the superintendent, for doing their sworn duty, he appointed no committees. But from the floor of the institute, much to Supt. Frick's surprise, a strong resolution of approval of his policies was moved and carried before the worthy superintendent had time to realize that he had been pleasantly outgeneraled.

E. D. Burbank, one of Ginn & Company's Pacific Coast representatives, and his wife sailed from San Francisco on October 17th for a three or four months' trip through the Orient.

Supt. W. J. Cagney held the San Benito county institute at Hollister, October 16th-19th. The program was a judicious blending of work by the teachers of the county with several addresses from outside speakers, among whom were Dr. William Conger Morgan, Job Wood, Dr. Anna Nicholson, Miss Calthea Vivian, E. E. Brownell, Mrs. Nettie Gaines, L. H. Day and Milton L. Lawrence.

The students of Mills College recently presented two playlets—Shaw's "The Dark Lady of the Sonnets" and Rostand's "The Roman-cus." If in Shakespeare's day all the parts were taken by men, we find a historical balance in this college for women where all the parts are played by girls.

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A pleasing meeting in connection with the association meeting at Chico was that of the Schoolmasters' Club of Northern California on the evening of October 26th. Ninety-two schoolmen gathered around the banquet table under the toastmastership of Supt. Chas. H. Camper. After the needs of the inner man had been satisfied, addresses were made by L. E. Armstrong, W. M. Mackay, J. H. Francis, Allison Ware, W. G. Hartranft, C. A. Stebbins, Harr Wagner, S. C. Smith and S. M. Chaney. Fred T. Moore rendered some pleasing vocal selections, with accompaniments by Teddy Morehouse. Query: Did Supt. Camper place that banquet purposely in a church so as to avoid the possibility of pipe dreams and liquid poesy? If so, it was a happy thought. Many a man has been tempted to smoke in self-defense.

At the recent meeting of the Minnesota Educational Association in Minneapolis, Dr. Ernest B. Hoag, formerly health director of the Berkeley schools, was one of the speakers. The program presented several other notable men: William J. Bryan, Pres. Geo. E. Vincent, Dr. Woods Hutchinson, and Prof. Shailer Mathews. Dr. Geo. F. James of the University of Minnesota, president for the year, had provided a remarkably fine program.

The Department of Superintendence of the N. E. A. will hold its annual meeting in St. Louis, February 27-29, 1912. In connection with this meeting of superintendents will be held those of the Council of Education and the Department of Normal Schools. We deprecate this tendency to split up the N. E. A. Probably there is a valid reason for the meetings of the superintendents apart from the general meeting of the N. E. A. But it would seem that the decision of the Council and the Department of Normal Schools to meet with the superintendents has sprung from soreness over the San Francisco meeting rather than from educational necessity. We hope, however, that we are wrong in this impression.

Supt. Will C. Wood of Alameda has begun issuing bulletins regularly to the school patrons of the island city. Much interesting information concerning plans and purposes of the department, as well as important facts touching the work done in bringing the schools up to their present standard, is included in these bulletins. Good will surely result from educating the parents in this way.

A meeting of the State Board of Education was held at Sacramento on November 3d. A number of applications for recommendation for high school certificates were passed upon. There was no discussion of an official journal nor of the adoption of texts. The Board set a price of 30 cents on the new physiology.



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The Placer county institute was held at Auburn, October 23d-26th. The lecturers and instructors were Dr. Richard G. Boone, Allison Ware, Job Wood, Fred Emerson Brooks, and Mrs. L. C. Lowe. In addition to the work presented by these people, the teachers of the county engaged in several short discussions of great practical value. Supt. P. W. Smith is a master at getting his teachers to present for the benefit of all workable suggestions from their experience. Another pleasing feature of the institute was the cordial co-operation of the high school teachers. In some counties high school teachers seem to take little interest in the general institute. But at the Placer institute, we heard on one afternoon three short talks from high school teachers that were full of ginger and inspiration. They are getting team work up there in the foothills.

Riley O. Johnson of the Chico normal has begun a series of agricultural topics in *The American Weekly* of San Francisco. This series, touching the practical phases of the teaching of agriculture, will be continued weekly for one year. Mr. Johnson's training and experience fit him to render a real service to the State, and we look forward with confidence to the good that will result from this work.

The second annual report of Professor L. Hutchinson, Dean of the Lower Division, University of California, on average standings of fraternity-men, club-men and unaffiliated students shows that the non-fraternity and non-club men outrank their collegiate brothers in scholarship. The club members make a better showing than the fraternity men, but fall considerably short of the records of the unaffiliated. The first report a year ago established the same conclusions. Everybody knows the inevitableness of these conclusions. Why go through a lot of work to demonstrate an axiom?

At a recent meeting in Oakland of the Child's Welfare League of Alameda County—an organization representing 6000 women—addresses on the textbook question were made by Dr. Richard Gause Boone, E. Morris Cox, and C. L. Biedenbach. After a thorough discussion of our system of furnishing textbooks, resolutions were passed favoring free texts and the discontinuance of State publication. The members of the League expressed a decided preference for local adoptions and the purchase of the necessary books in the open market.

The announcement in the daily papers, following State Printer Shannon's resignation, that Governor Johnson favored the discontinuance of the senatorial investigation of textbooks brought forth a formal protest from the Pacific Coast managers of the five big publishing companies. In a letter to the governor the publishing firms ask that the investigation go on until all the charges of "alleged questionable practices and methods of the book companies" have been thoroughly sifted.

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Our Book Shelf

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This little primer supplies a satisfactory manual for teaching Latin in the upper grades of the grammar school. It is the development of a plan of instruction devised by the author for one of his own children. In the formulation and development of the plan of the book, four things are aimed at particularly: To lay a broad and sure foundation of forms; to impress through constant use a limited number of the most fundamental constructions; to make familiar by continued repetition a working vocabulary of something less than four hundred words; and to infuse a large degree of human interest into the work.

PURE FOODS. By John C. Olsen, A.M., Ph.D., Professor of Chemistry at the Brooklyn Polytechnic Institute. Cloth, 210 pages. Price, 80 cents. Ginn & Company, 717 Market street, San Francisco.

Dr. Wiley and his campaign against food adulteration are awakening the American people to alert watchfulness over what they eat. Both consumer and merchant are beginning to display an intelligent desire to know for themselves what constitutes purity, and how to detect adulteration. This readable book by Dr. Olsen is the latest and simplest treatise on the subject. It treats the elements which make up common foods, how the foods are produced and prepared, how flavored and colored, with simple experiments for testing the purity of manufactured food articles.

EXERCISES IN ENGLISH. By Edwin C. Woolley, Ph.D., Assistant Professor of English in the University of Wisconsin. Cloth, 147 pages. Price, 60 cents. D. C. Heath & Co., 565 Market street, San Francisco.

In nearly every class in composition in high school or college there are students in need of special training in some of the elementary processes of writing. This book furnishes apparatus for the drill necessary to remedy these defects. It is not intended that all the exercises shall be taken consecutively, but that the teacher should assign to individual students such exercises as will remedy the particular defects appearing in their written work. The topics include the proper use of synonyms and grammatical and idiomatic accuracy; rhetorical principles as affecting sentence structure in unity, order of members, dangling modifiers, co-ordination, subordination, logical agreement and the like. Exercises in spelling, compounding, abbreviation, syllabication, punctuation, paragraphing, and letter writing are also included.

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ESSENTIALS OF EXPOSITION AND ARGUMENT. By William Trufant Foster, Ph.D., President of Reed College, Oregon. Cloth, 244 pages. Price, 90 cents. Houghton Mifflin Co., Boston.

President Foster has always taken a special interest in college and high school debating. His college textbook, "Argumentation and Debating," published two years ago, is now used in over a hundred universities and colleges in this country. High school principals and teachers will welcome with unusual interest this new book specially prepared for high schools. This book is unusually well-equipped both for the student and the instructor, in fact the amount of practical material in proportion to the amount of theory is perhaps larger than in any other manual of the kind. The book will undoubtedly strengthen courses in exposition and argumentation now given in high schools, and lead to the establishment of such special courses in many progressive secondary schools.

INDIAN FOLK TALES. By Mary F. Nixon-Roulet. Cloth, 192 pages, with illustrations. Price, 40 cents. American Book Company, 565 Market street, San Francisco.

This supplementary reader for the upper grammar grades is the most recent addition to the well-known series of Eclectic Readings. No other collection of Indian tales for school use covers so great an extent of territory. Almost all the tribes of North America, from Nova Scotia to Alaska, are represented by their legends. Most of the stories are wholly original. The language follows to some degree the Indians' mode of expression, and the stories illustrate their primitive ideas of the Great Spirit, the Creation, the Deluge, the introduction of fire, the beginnings of agriculture, etc.

HISTORY IN THE ELEMENTARY SCHOOLS. By W. F. Bliss, B.S., M.L., Dean of the Normal School and Head of the Department of History, State Normal School, San Diego. Cloth, 214 pages. Price, 80 cents. American Book Company, 565 Market street, San Francisco.

This helpful manual for teachers provides for a complete course of study in American history for the first eight years in school. It is the result of years of experience and has been tested in many schools. It combines methods, courses of study, and bibliographies, and is equally suited to graded or ungraded schools. Among its many helpful features are the selected, workable bibliography, containing book lists especially suitable for the use of young pupils and of teachers who have had only the minimum of historical training, and the use of a variety of methods of representation and reproduction by the pupils in the form of drawing, sand and clay modeling, handicrafts, simple dramas, etc.

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FUNDAMENTAL FACTS FOR THE TEACHER. By Elmer Burritt Bryan, LL.D., President of Colgate University. Cloth, 111 pages. Price, \$1.00. Silver, Burdett & Co., 565 Market street, San Francisco.

So many of our books for teachers are written in "pedageese"—formal, stiff and dry phraseology—that it is truly a delight to pick up a book like this volume. The author writes simply but forcefully upon the fundamental phases of character building in our schools. The book is surprisingly readable and attractive in statement and apt illustration. It will prove an excellent book for teachers' reading circles.

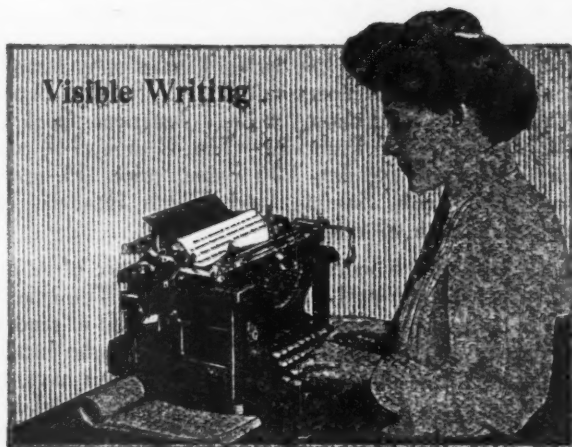
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The authorship of this series is conclusive evidence of its rare worth, of its happy union of the ideal and the practical. The chief design of the books is to help pupils to acquire the art and habit of reading so well as to give pleasure both to themselves and to those who listen to them. They teach reading with expression, and the selections have, to a large extent, been chosen for this purpose. The selections are of a very high literary quality. Besides the choicest schoolbook classics, there are a large number which have never before appeared in school readers. The contents are well balanced between prose and poetry, and the subject matter is unusually varied. The illustrations constitute the finest and most attractive collection ever brought together in a series of readers. There are over 600 in all, every one made especially for these books by an artist of national reputation.

OUTLINES FOR ELEMENTARY ENGLISH. By Guy Wheeler Shallies, State Normal School, Plattsburg, New York. Cloth, 121 pages. Price, 40 cents. Educational Publishing Co., 717 Market street, San Francisco.

This little book really attempts with considerable success a very ambitious scheme. It furnishes a systematic outline in English for all the grades based upon children's interests in home surroundings and family life, nature, including pets and fruits, literature, history and art. The busy teacher will find many suggestive things in this book even though she may not be able or willing to accept the entire plan presented.

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This book finds a place waiting for it. It is clearly and logically written to meet the demand for a book specially adapted to high school and early college students. The remarkably pleasing style, protuse and carefully chosen illustrations, the freedom from unnecessary details, mark this book as one of the very best in its field.

NEW COMPOSITION AND RHETORIC. By Robert Herrick, A.B., Professor of English in the University of Chicago, and Lindsay Todd Damon, A. B., Professor of English Literature and Rhetoric in Brown University. Cloth, 508 pages. Price, \$1. Scott, Foresman & Co., Chicago.

This is a revision of these authors' *Composition and Rhetoric for Schools*, issued twelve years ago. The revision retains the good features of the old book and brings the work up to present-day requirements. Realizing the value of good models in stimulating construction, the book is full of bits of good literature. The work is presented in a very interesting manner, the treatment of grammar being singularly good for first year high school pupils.

SEA-BROWNIE READER, PARTS ONE AND TWO. By John W. Davis, District Superintendent, New York City, and Fanny Julien, Teacher Public School 8, New York City. Part One. Cloth, 225 pages. Part Two. Cloth, 274 pages. Price, 40 cents each. D. C. Heath & Co., 565 Market street, San Francisco.

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